

LONG MEADOW SCHOOL

POSITIVE BEHAVIOUR POLICY



Date of last review:	January 2023
Date of next review:	January 2024
Type of policy:	Statutory
Frequency of review:	Annually
Governor committee:	Governing Body

“Teachers have a right to teach and children have a right to learn.”

Purpose and rationale

The whole school Behaviour Policy exists to support the ethos and aims of Long Meadow School, ensuring all children can become effective learners within a supportive and positive environment. We aim to make our expectations of behaviour clear to the children from the start, planning appropriate activities and setting realistic and consistent boundaries to allow a successful and safe learning environment for all. This then creates a safe environment in which all pupils can reach their full potential.

Promoting Good Behaviour

Our emphasis should constantly be on praise. We teach children the behaviours required to be a good learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At LMS, children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

Specific aims of the Behaviour Policy

To encourage children to:

- develop care and respect for themselves, to increase self-esteem; to take responsibility for their own actions and take pride in their own achievements
- value others, empathise and respect their feelings; to co-operate with others and enjoy learning together
- to respect property, develop a sense of corporate responsibility for the school building and environment, encouraging a greater concern for the wider environment and the natural world

Responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

- All staff to endeavour to set positive examples of behaviour, planning the curriculum, school environment and classroom routines to allow appropriate behaviour
- all staff are responsible for the management of behaviour throughout the school and follow appropriate procedures
- the Headteacher has overall responsibility for behaviour management in the school. They are also responsible for:
 - o Reviewing this policy in conjunction with the governing board
 - o Giving due consideration to the school’s statement of behaviour principles
 - o Approving this policy
 - o Ensuring that the school environment encourages positive behaviour
 - o Ensuring that staff deal effectively with poor behaviour
 - o Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - o Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - o Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - o Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- o Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- o Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- the governors engage with the elements with this policy on school visits as well as monitoring policies (and their effectiveness) and analysing behaviour data as well as holding the headteacher to account for its implementation
- the Home-School agreement provides a framework by which the pupils, parents and school agree to work together to support children's learning and behaviour

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The Golden Rules

At the beginning of each academic year, Golden Rules which determine appropriate behaviour within the classroom, around the school, at lunchtime and in the playground will be revisited. These rules will be displayed in each classroom and shared with parents, through the Home-School agreement the Golden Rules are:

- Follow instructions
- Be honest
- Be kind, gentle and polite
- Value people's belongings

Circle Time / PSHE Lessons

Circle time sessions are used to promote a more caring and supportive environment enabling all members of the school community to feel valued and respected. Circle time is held on a regular basis and allows the class to tackle problems together, offering suggestions to resolve relationship and behaviour difficulties. Children are encouraged to take responsibility for their own behaviour and support others within the class, suggesting ways to maintain and improve good behaviour and relationships.

Learning Mentor

The role of our Learning Mentor is to support teachers in removing barriers to learning. She will work alongside teachers, school staff and parents to support children as follows:

- referrals: children may be referred for a range of reasons, e.g. low self-esteem, poor behaviour. The Learning Mentor may meet with the child, set up and carry out programmes to support the child and monitor progress towards targets
- support for behaviour: when available, the Learning Mentor will remove children who are disrupting lessons, deal with incidents and reintegrate children to class as soon as possible and when they are ready
- identify and help to set up initiatives aimed at improving behaviour, e.g. playground buddies, clubs

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please refer to the schools Anti-bullying policy for further details

Responding to behaviour

In the classroom

Careful organisation in the classroom encourages appropriate behaviour. All staff aim to be fair and consistent, setting realistic expectations for the children and communicate class Golden Rules. These expectations are discussed, clearly displayed and regular reminders are given as part of everyday teaching. Staff also try to avoid reinforcing attention-seeking behaviour.

Staff are expected to:

- Promote the school values and agreed Golden Rules
- Address poor behaviour quickly and calmly
- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly on TrackitLights
- Challenge pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Children are expected to:

- Show the school values through their words and actions
- Follow the agreed Golden Rules

- Organise themselves, their workspace and belongings
- Move around the school in a quiet and calm way
- Produce their best quality work, working independently and co-operatively.

In the school environment

Children are encouraged to feel part of the whole school and look after the school building and surrounding environment. They are encouraged to participate in whole school events and take on increasing levels of responsibility as they move up the school.

Inside the building children are expected to move and work in a positive and calm manner. Leave communal areas such as specialist rooms, hall, toilets, and cloakrooms clean and tidy, in a suitable condition for others to use. Movement outside the classroom is allowed with permission or under the supervision of the teacher or another adult.

In the playground – playtime and lunchtimes

At playtime children need to show self-discipline, be polite and have consideration for the safety and the feelings of others, whilst at the same time being able to enjoy themselves. Staff on playground duty are responsible for ensuring good behaviour on the playground and will inform class teachers of specific incidents and behaviour causing concern.

At lunchtime the children are supervised by the Midday Supervisors. The children are expected to behave in a quiet and controlled way as they eat their lunch.

During wet playtimes and lunchtimes children remain indoors and are supervised by the staff on duty. Connecting doors between classrooms will remain open and children are expected to play sensibly.

School Systems

Incentives – rewarding and responding to good behaviour

A range of rewards are used at Long Meadow to recognise and celebrate all forms of academic, social and sporting success.

Long Meadow uses Positive Points (Green points) across the whole school to record positive behaviour and are given for keeping to the Golden Rules. Individually, children can collect their points to receive an individual reward from the class reward list (for every 10 points).

A larger, whole class reward (decided by the children in each class) is gained when the class cumulatively receives 500 points.

Long Meadow Legends are awarded to a child from each class, each week and are celebrated as a whole school and parents are informed. These awards celebrate the whole child. These are earned and are not completed on a rota.

Other behaviours may be recognised individually in school by specific teachers and adults in different ways.

Consequences – responding to unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children may choose not to follow our Golden Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

‘The whole school community must promote positive behaviour reinforcement.’

Behaviour Level Procedures.

'Teachers have the right to teach and children have the right to learn. Children who break our school rules, stop teachers from teaching and stop themselves and others from learning.'

There are times in every classroom when children may disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has **CHOSEN** not to do so.

Behaviours are graded according to their severity and appropriate sanctions are applied. Five levels of unacceptable behaviour and appropriate sanctions have been identified.

Level	Severity	Consequence
Low Level	Low	Reminder/warning given
Orange	Choice	Time out in class
Yellow	Moderate/ serious	Time out in parallel class and partial loss of playtime and Parents informed.
Red	Serious	Time with Team Leader/SLT, loss of playtime and Parents informed.
High Level	Very serious	See Deputy and parental involvement. Possible internal seclusion.
	Extremely serious	See Head and parental involvement. Possible Suspension/Permanent exclusion

All behaviour is recorded using our whole school electronic tracking system 'TrackitLights" Both positive and negative behaviours are recorded through the Interactive Whiteboard. These act as a visual prompt for children but also allow analysis, on many levels, by Senior Leaders to support children, parents and staff alike.

Low level

Strategies developed within the class are used.

Child is reminded of the importance of appropriate learning behaviour.

The adult must give the child direction and be very specific as to what behaviour they must cease. This should not be a request, but a direction. Adult must then state that this is the child's only warning

For repeated Level 1 reminders, child moves to timeout in the class and is reminded the next sanction is removal from class.

Orange Level

Child moves to timeout area within the class and is reminded the next sanction is removal from class

Possible behaviours exhibited at Orange (after a warning if deemed necessary)

Persistent Fiddling/distracting others
Accidental damage through carelessness
Inappropriate noises

Persistently talking when someone else is
 Teasing/winding others up
 Throwing equipment
 Not lining up correctly
 Telling lies
 Name calling
 Not listening
 Shouting out
 Leaving room without permission

Yellow Level

Child is sent to neighbouring (buddy) class to explain their behaviour.

They return to class once they have completed any learning and the teacher has dismissed them.

This should be a timed period and the time should be visually displayed using a timer / sand timer etc. where possible. It should be no longer than 15 minutes.

Child will lose 5 minutes of their class reward and a missed break/lunchtime.

Once the child returns to the lesson, should a further reminder need to be given, it will result in the loss of a further period of reward.

Yellow Level letter given by the class teacher and text home reminder from the office

Possible behaviours exhibited at Yellow

Rudeness to a member of staff
 Deliberate pushing
 Negative peer pressure
 Refusal to complete a task
 Exclusion of others on purpose
 Breaking health and safety rules
 Damaging work
 Spitting
 Disrupting the class so that learning is affected

Should a further reminder be needed, the child will be moved to Red level

Red Level

Child is sent to the Team Leader/SLT and will stay on internal seclusion to complete their work. This could be in the Phase Leaders class or in/outside the Leadership room.

The child should not return to their normal class for at least one session.

Children will lose up to 15 minutes of their class reward time.

They return to class once the Phase Leader/SLT has dismissed them.

Parents should be informed at the end of the day if the child has had to spend a period of time with Phase Leader/SLT. A member of SLT will issue a Red letter that states that the child has had to spend a period of time out of the classroom during that day.

Possible behaviours exhibited at Red

Swearing at a member of staff
 Being sexually explicit
 Vandalism
 Theft
 Damaging property
 Threatening other children
 Throwing equipment at someone
 Persistent refusal to obey rules
 Fighting
 Swearing
 Punching
 Kicking
 Bullying
 Sexual assault
 Homophobic behaviour
 Racist behaviour
 Refusal to complete a task

Persistent Level 3 behaviour may result in fixed term suspension. This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

Serious Incidents or repeated incidents

Children who are seen to break school rules through a serious offence are immediately removed from the classroom to a member of the SLT. This applies also to children who repeatedly break school rules.

Internal seclusion (learning in school but not in class) may be used in the first instance or suspension (child not on school site) may be used. These can be fixed period (a certain number of days) or may be permanent.

In cases of extremely aggressive and / or disruptive behaviour, i.e. physical or verbal attacks on others, immediate withdrawal from the playground / classroom will occur. Incidents are recorded on Trackitlights and discussions may take place with the teacher, Deputy Headteacher and parents. Individual targets or an Individual Behaviour Plan may be made with these children and monitored on a regular basis in consultation with the Headteacher/Deputy Headteacher.

For children who find it continually difficult to follow the Golden Rules, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The SLT will decide on when parents are contacted and what future strategies will be used. The school prides itself on doing 'Different for different'.

Please note that participation in residential visits is dependent on high quality behaviour during the year. A review of children's behaviour will be undertaken prior to the trip and parents will be contacted by staff to discuss/be informed of any concerns they have. Members of staff may also decide to prohibit a child's attendance of the trip if they consider that the child's behaviour presents a threat to their own safety or the safety of others.

Procedures for dealing with behaviour of a serious nature

- Withdrawal from class for the rest of the day (internal seclusion)
- Telephone call or letter to parents asking for a meeting
- Case conference involving parents and support agencies
- If a problem is severe or recurring then internal seclusion/fixed period suspension procedures maybe implemented
- Permanent exclusion, after consultation with the chair of the governing body, LA guidelines and DFE guidance.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Parental Involvement

It is the school's policy to welcome the interest and close involvement of parents. Parents are invited to sign a Home / School Agreement. Parents are welcomed to the school and are encouraged to make an appointment if they have a specific matter to discuss with the class teacher, Phase Leader or Senior Staff. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. We hope that parents will support the school's behaviour policy and take corporate responsibility for the care of the school building and environment and for the personal safety and behaviour of the children. An information leaflet on promoting good behaviour is also made available to parents. Parents have regular opportunities to liaise with the child's teacher and exchange information about their progress and behaviour.

If a child's behaviour is giving the school cause for concern, parents are always contacted and involved at an early stage. Parents are invited to work with the class teacher in order to support the child in teaching appropriate behaviour.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This could include;

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The use of physical intervention (reasonable force)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT, and will be removed for a maximum of one session

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Learning Mentor
- Use of teaching assistants
- Short term behaviour cards
- Long term behaviour plans
- Referral to Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Trackitlights

Searches

The school doesn't need your child's consent to search them if we think your child has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods

- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be used to cause injury or commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil)

These things will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The DSL will be informed immediately of any search.

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence- child to child

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
-

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

Record Keeping

The school uses an in-class electronic tracking system called TrackitLights. This provision within the school's ongoing system of record keeping to record comments about the children's general behaviour; however, if a child's behaviour needs monitoring or is causing concern, more detailed notes may be kept by the class teacher. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept. Incidents of a more serious nature are recorded on the yellow forms.

Suspension

The school can use suspension in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or will be made by the headteacher and only as a last resort.
Please refer to our exclusions policy for more information

Permanent Exclusions

A permanent exclusion can only be in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil and others in the school.

- In the absence of the Headteacher, the Deputy Head Teacher is able to exclude a pupil
- Pupils' behaviour outside school can be considered grounds for exclusion
- Alternatives to exclusions are always considered and early intervention strategies can be put in place, e.g. the use of internal seclusion or suspension.

Education and Inspections Act 2006

This act gives statutory powers to schools to:

- Search pupils for weapons
- Discipline pupils for breaches of school rules, failure to follow instructions or unacceptable conduct
- Impose sanctions - all adults and staff in charge of pupils have the power to do this
- Confiscate inappropriate items
- Discipline children's behaviour outside of schools (abuse to staff, visits and residential visits)

Monitoring and review of school's behaviour policy

Behaviour analysis is carried out weekly by the SLT and the analysis is used to determine future whole school strategies and to target individuals.

Staff Induction, development and support

- All new staff receive and induction to our policy and procedures when starting.
- All staff receive regular update, training and support within CPD sessions focused on
 - The proper use of restraint if required
 - The needs of the pupils at the school
 - How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Pupil Transition

- All pupils are inducted into the Positive behaviour system at the start of each year, ensuring they are clear about all of the rewards, consequences and the process behind them
- They will also be made aware of the expected standard of behaviour they should be displaying at school, that they have a duty to follow the behaviour policy, the school's key rules and routines and the pastoral support that is available to them to help them meet the behavioural standards
- Children are also re-inducted in the systems during assemblies and through our PSHE curriculum
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.
- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Responsibilities

Responsibilities of children:

- to follow the Behaviour Policy to the best of their ability
- to treat adults and other children with respect and politeness
- to help to make the school a clean and pleasant place to be
- to do as they are asked by all adults in the school
- to take increasing responsibility for their own learning and behaviour

Responsibilities of Staff:

- to treat all children fairly and respectfully
- to create a safe and pleasant environment
- to provide a challenging and interesting curriculum
- to recognise that each child is an individual
- to enable each child to do their best

Responsibilities of Parents/Carers:

- to ensure children arrive on time for school and are ready to work
- to encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- to encourage respect for other people
- to help children realise the importance of education and to praise them for their efforts and achievement
- to encourage children to talk about school and listen to what they have to say each day